



The Code of School Behaviour

Better Behaviour
Better Learning

Brighton State School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

Every Child Matters, Every Day!

1. Purpose

Brighton State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Brighton State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, committee and staff meetings held during 2015. A review of school data sets from 2011-2014 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council.

3. Learning and behaviour statement

All areas of Brighton State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our approach for setting high expectations that facilitate positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, school wide expectations for student behaviour are outlined to everyone, assisting Brighton State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules along with our school values to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**
- **Be a learner**

The **values** that underpin these rules are: **Persistence, Resilience, Honesty and Confidence**. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Brighton State School uses a three tiered approach to facilitate proactive and preventative processes and strategies to support student behaviour. This approach consists of: Universal, Targeted and Intensive Support.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Brighton State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers based on our explicit teaching program;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

BRIGHTON STATE SCHOOL'S SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	EXCURSIONS	TUCKSHOP	LINE UP
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Speak politely and use your manners always with everyone; ▪ Treat others how you would like to be treated; ▪ Respect each other's personal space and belongings; ▪ Walk quietly through the school; ▪ Follow the school dress code and wear your uniform with pride; ▪ Harassment and bullying are not acceptable. 	<ul style="list-style-type: none"> ▪ Listen when others are speaking; ▪ Put your hand up to speak; ▪ Allow other children to learn; ▪ Show kindness to each other; ▪ Respect other's personal space and property. 	<ul style="list-style-type: none"> ▪ Respect privacy of self and others; ▪ Respect school property and use it for its intended purpose; ▪ Be courteous and polite in all online communications. 	<ul style="list-style-type: none"> ▪ Treat each other with kindness; ▪ Use appropriate language; ▪ Play fairly, take turns and include others in games; ▪ Follow instructions; ▪ Use your own bike/scooter. 	<ul style="list-style-type: none"> ▪ Wear school uniform with pride; ▪ Follow the rules of the venue. 	<ul style="list-style-type: none"> ▪ Line up in a straight line; ▪ Wait patiently and quietly. 	<ul style="list-style-type: none"> ▪ Use a calm, quiet voice while waiting for your teacher; ▪ Silence when the class teacher arrives.

BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Tidy up after yourself and put your belongings away; ▪ Follow instructions given by staff; ▪ Be honest. 	<ul style="list-style-type: none"> ▪ Care for equipment; ▪ Follow instructions; ▪ Be a helpful class member. 	<ul style="list-style-type: none"> ▪ Keep your password private; ▪ Report any questionable activity to an adult immediately; ▪ Check with teacher before printing; ▪ Personal devices are only used outside of school hours. 	<ul style="list-style-type: none"> ▪ We use play equipment appropriately; ▪ Eat food in allocated areas; ▪ Leave eating areas clean and tidy; ▪ Use the High Five to solve minor playground problems/conflicts; ▪ Use toilets in an appropriate manner; ▪ Walk bikes and scooters in school grounds. 	<ul style="list-style-type: none"> ▪ Look after your belongings; ▪ We are co-operative, polite and well mannered; ▪ Bring required equipment. 	<p>Ice-blocks</p> <ul style="list-style-type: none"> ▪ To be eaten under the trees; ▪ Finish your ice-block before the end of the break. 	<ul style="list-style-type: none"> ▪ Sit in two straight lines beside a partner; ▪ Return to line up area before the second Bell.
BE A LEARNER	<ul style="list-style-type: none"> ▪ Try your best at all times; ▪ Be on time for class; ▪ Be organised and ready for learning; ▪ Take responsibility for your own learning. 	<ul style="list-style-type: none"> ▪ Be ready to learn; ▪ Try your best at all times; ▪ Participate in all activities; ▪ Follow the Brighton book work policy; ▪ Be in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Use the internet for educational purposes only; ▪ Follow teacher instructions. 	<ul style="list-style-type: none"> ▪ Use the toilet and get a drink before line up. 	<ul style="list-style-type: none"> ▪ Listen to all instructions; ▪ Contribute and try your best on all activities. 	<ul style="list-style-type: none"> ▪ Get your tuckshop order in on time; ▪ Return any unclaimed tuckshop orders to the tuckshop. 	
BE SAFE	<p>Walk on hard surfaces;</p> <ul style="list-style-type: none"> ▪ Be sensible at all times; ▪ Keep your hands and feet to yourself; ▪ Be in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Use furniture and equipment appropriately; ▪ Move sensibly around the classroom; ▪ Only enter a classroom if there is an adult present. 	<ul style="list-style-type: none"> ▪ Personal details and photos must not be shared online; ▪ Only interact with teachers and students at this school. 	<ul style="list-style-type: none"> ▪ Use play equipment safely; ▪ Wear a school hat; ▪ Keep hands, feet and objects to yourself; ▪ Walk on all concrete surfaces; ▪ Play in a safe and friendly manner at all times; ▪ Be in the right place at the right time. (out of bounds areas). 	<ul style="list-style-type: none"> ▪ Stay with the class or group; ▪ Be sun safe and wear a hat and sunscreen; ▪ Stay with your designated buddy; ▪ Follow transport safety rules. 	<ul style="list-style-type: none"> ▪ Keep hands and feet to yourself when lining up; ▪ Observe personal space at all times. 	

Brighton State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School wide implementation of the **High Five Program** in classrooms, the playground and for perceived bullying incidents.
- School Wide **Positive Incentive Systems**.
- Comprehensive data collection of positive and inappropriate behaviours.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Brighton State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Procedures regarding the use or possession of weapons including knives (Appendix 4)

Reinforcing expected school behaviour

At Brighton State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Positive Incentive processes and a monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive Incentive Programs include the use of **Spotto cards**: all staff members hand out Spotto cards to students observed following our behaviour expectations in the classroom and playground. All Spotto cards are collected weekly and tallied and upon reaching 10 cards a student will receive an ice block. Once tallied, the cards are placed in a lucky draw on assembly for an ice block reward. **Class Reward System**: Each class has their own reward system which aligns with our school class behaviour system. Class teachers provide students who have been consistently following our behaviour expectations with a Friday fun reward. This could be an art activity, free time or game.

Monitoring System: Comprehensive data collection of positive behaviours which are noted on One School and inappropriate behaviour is noted in our class/playground behaviour books and on One School. Feedback of this data is provided to staff at meetings and/or via emails.

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly or more like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number of students at Brighton State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

At Brighton, we use the following processes and strategies to support student behaviour when minor infringements move to more serious breaches:

- We use a team approach including parental involvement when supporting our students with targeted needs.
- The student may work with the classroom teacher or Deputy Principal to set goals on modifying the inappropriate behaviour.
- Adjustments as required are made to meet the needs of the student (eg curriculum, social skills program, visual prompts, supervised play, adult mentor, behaviour plan).
- The referral process to the Student Welfare Committee including our Guidance Officer can be used by teachers seeking assistance to support a student at this stage.
- The Responsible Thinking Room may be utilised at this stage during first break for major or repeated minor behaviours. Students complete a reflection sheet related to their behaviour and the school rules.

Students whose behaviour does not improve after the strategies above have been implemented, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Brighton State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. A student needing intensive behaviour support would be referred to our Student Welfare Committee including the Guidance Officer and the following actions would occur:

- A team approach is adopted where staff members, parents and other professionals work collaboratively with the class teacher and student to develop a plan.
- an individual behaviour support plan that includes behaviour strategies and necessary adjustments to support these students in and out of the classroom is written.
- the impact of support for individual students through ongoing data collection would occur.
- district, regional or state behavioural services (AVT, CHYMS, MYCP) may be utilised.
- external agencies may be included as required (Child safety, Autism QLD, Child Youth and Mental Health).

5. Consequences for unacceptable behaviour

Brighton State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviour is recorded in our classroom or playground behaviour books. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- All teachers follow the same process in their classrooms which is outlined below using a chart on their wall (Appendix 6). This process involves a series of steps that all teachers follow:
 1. Verbal warning is given to the student
 2. Visual warning with their name on the board
 3. Time out in class
 4. Time out in a buddy classroom
 5. Sent to the Principal/Deputy Principal's Office
- In all areas of the school, minor consequences are logically connected to the problem behaviour and include actions such as: Complete or partial removal from an activity or event for a specified period of time, individual meeting/discussion with the student, written or verbal apology, litter duty, restitution- eg: clean up a mess made, detention for work completion, walk with a teacher on duty, behaviour reflection, play in a designated area, write out a rule to enforce the expectation, sit out of play for short period of time.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then **completes the office referral form and phones the Office before the student is escorted to Administration.**

Major problem behaviours may result in the following consequences:

- **Level One:** Minor consequences mentioned above may apply, parents may be contacted, time in the office, detention in the responsible thinking room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Welfare Committee, district behavioural services may be contacted, suspension from school and minor consequences mentioned above may apply.
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

Rules	Minor Incidents	Major Incidents
<u>Be Safe</u>	<ul style="list-style-type: none"> • Running through the school in all areas. • Not wearing a hat. • Not using furniture and equipment appropriately. • In out of bounds areas (Classrooms are out of bounds during breaks) • Not keeping hands and feet to ourselves. 	<ul style="list-style-type: none"> • Dangerous and destructive behaviour is not acceptable. • Leaving the school grounds without permission. • Behaviour such as fighting, biting and wrestling and games such as red rover and tackle football. • Using dangerous objects (stones or sticks) as play things.
<u>Be Respectful</u>	<ul style="list-style-type: none"> • Speaking rudely. • Not wearing school uniform. • Interrupting when others are speaking and calling out. • Not respecting each other's personal space. • Not playing fairly, taking turns or including others in games. • Not treating others with kindness and speaking politely. 	<ul style="list-style-type: none"> • Swearing and crude expressions. • Harassment and bullying (verbal, physical or social). • Speaking disrespectfully to staff.
<u>Be Responsible</u>	<ul style="list-style-type: none"> • Not leaving areas in a neat and tidy condition • Not being co-operative, polite or well-mannered. • Using the toilets inappropriately. • Not following instructions. 	<ul style="list-style-type: none"> • Dishonest behaviour. • Deliberate disobedience/refusal. • Deliberate misuse of toilets.
<u>Be a Learner</u>	<ul style="list-style-type: none"> • Not attempting given tasks. • Disturbing other students. • Late to class. • Late to line up after the bell. 	

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Brighton State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Brighton State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at Brighton State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Student Support Teacher
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Behavioural Services

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Brighton State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time

- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement


Principal


P&C President

Effective Date:

Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Brighton State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would

expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Brighton State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Brighton State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Brighton State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

Bullying is repeated verbal, physical or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single act of social rejection;
- one – off acts of meanness or spite;
- isolated incidents of aggression, intimidation or violence.

Some conflicts between children are a normal part of growing up and are to be expected. These conflicts or fights between equals and single incidents are not considered bullying, even though they may be upsetting and need to be resolved and consequences will be applied.

Identifying bullying can sometimes be difficult. Bullying is sometimes conducted out of sight of teachers and children may be reluctant to report bullying.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future.

Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Brighton State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Brighton State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Brighton State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Appropriate use of social media

Brighton State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Brighton State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Brighton State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Brighton State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Brighton State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Brighton State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Brighton State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Brighton State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Brighton State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Brighton State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Brighton State School expects its students to engage in positive online behaviours.

Appendix 4 Behaviour Referral to Administration Form

Brighton State School

****PHONE OFFICE FIRST BEFORE SENDING STUDENT****

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity, brief failure to follow directions.	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).
Inappropriate language Low intensity language (eg shut up, idiot etc).	Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category	Be Safe	Be Responsible
	Be Respectful	Be A Learner

Others involved in incident							
None		Peers		Staff		Other	

Appendix 5

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

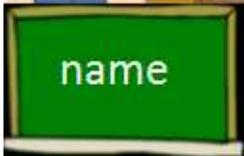
Appendix 6

Consequence chart for classrooms

Student names go on the face



Step 1:
Verbal Warning



Step 2:
Name on Board



Step 3:
Time out in class